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SEP 20 1992



# GRADE 12 DIPLOMA EXAMINATION

English 33

Part A: Written Response

June 1992

**Alberta**  
EDUCATION

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**GRADE 12 DIPLOMA EXAMINATION  
ENGLISH 33**

**Part A: Written Response**

**DESCRIPTION**

*Part A: Written Response* contributes 50% of the total English 33 Diploma Examination mark and consists of **THREE** sections:

	Page Number
Section I:    Personal Response to Literature Suggested time: 75 minutes Value: 50% of this examination	2
Section II:   Functional Writing Suggested time: 45 minutes Value: 30% of this examination	13
Section III:  Response to Visual Communication Suggested time: 30 minutes Value: 20% of this examination	22

Total time allotted: 2½ hours

**INSTRUCTIONS**

- Read the **WHOLE** examination before you begin to write.
- Follow instructions carefully.
- Complete **ALL** sections.
- Space is provided in this booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a nonelectronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each section is a guideline for you.
- Do not write your name anywhere in this booklet.

**JUNE 1992**

## SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested time: 75 minutes)

Read the excerpt from the novel *The Mountain and the Valley* and complete the assignment that follows.

### from THE MOUNTAIN AND THE VALLEY

*The setting is Christmas Day in the late 1920s. David has been given the skates he longed for. He and his twin sister, Anna, are on their way to the nearby brook where David is going to test his new skates.*

David and Anna were going down to the meadow with the new skates (screwed right onto the boots, like the older boys'). He was going to try crossing one leg over the other, to make a proper smooth turn. He could never manage that with the old spring skates. If anyone was looking when he came to a corner, he just coasted around it or stopped to make out he was tying his bootlace.

He was glad now that his older brother, Chris, had stayed at Charlotte's. Somehow he wouldn't want Chris to see him, if he failed. Anna was the only one he could bear to have watch him try anything in which he might fail.

But he didn't fail.

They went down the long hill behind the church, in the soft Christmas-kindled air, to the meadow. Its ice shone blue and wide and smooth; so infinitely full of possible paths for the swift skates to take. The brook ran, open, through its middle. Lips of shell ice hung over the brook's edges. He stood on his skates. And Anna watched.

The skates felt stiff and strange at first. He could go fast enough on them, straight. But when he tried to turn, it was just as jerky as it had been on the old spring skates. He tried again and again. Once he almost got it, but the next time was no nearer than before.

Then just at dusk — just when there is that nice lonely feeling about the whole world as you stand below a cold hill at the edge of the trees and it is dusk in the wintertime — just when the dark spruces began to come in closer around the blue meadow ice and the blue ice seemed to stretch farther away toward the other side of the woods, hardening and booming with a far-off sound so it would bruise you if you fell on it and you were alone, but not now, because Anna was there with you, watching — just then, he did it.

He didn't know, in his head, how. But he knew the minute he felt the cool flight-smooth dip of it, that it was right. Now his legs knew it, to repeat it, whenever they liked. He was so sure of it now he knew he could do it slower, or faster, or horse it up, or do it any way he liked. He was so sure of it now he knew he wouldn't even have to test it again. He knew he would be the best skater in the whole world.

"I did it!" he said to Anna.

"I know!" she said. "I saw you!" That was the best part of all.

And then his skates were off, and he was walking back up the hill in his larrigans.<sup>1</sup> The funny feel of them as they touched the ground was almost as treacherous after the swift skates as the skates had been when he'd first put them on.

Ernest Buckler

<sup>1</sup>larrigans — oil-tanned moccasins that often extend to the knee

## Section I: Personal Response to Literature

### THE ASSIGNMENT

In the excerpt from *The Mountain and the Valley*, David succeeds, after repeated efforts, in achieving the goal he seeks. The thrill of this achievement fills him with confidence and a sense of freedom.

**What is your opinion of the idea that achievement creates confidence and a sense of freedom?**

In your writing, you should

- consider the way that David feels before he succeeds and the way that he feels after he succeeds
- use your own observations and/or experiences to support your opinion

You may also refer to other literature you have studied.

Present your ideas in PROSE.

Pages are provided for Planning and Drafting and for your Revised Work.



## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 6, 8, and 10.

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 7, 9, and 11.

**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 8 and 10.



## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on pages 9 and 11.

**Section I: Personal Response to Literature**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 10.

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 11.



## **Section I: Personal Response to Literature**

### **PLANNING AND DRAFTING**

## Section I: Personal Response to Literature

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**GO ON TO SECTION II**



## **SECTION II: FUNCTIONAL WRITING**

**(Suggested time: 45 minutes)**

Read the situation described below and complete the assignment that follows.

### **THE SITUATION**

The town of Nalwen has recently been selected to host the 1992 Provincial Summer Games for high school athletes. The games are to be held from August 10 to 14.

You are the Sports Representative of the Students' Union of Nalwen Composite High School. You have been asked to write a letter to the Nalwen Town Councillors, congratulating them on their success in bringing the 1992 Provincial Summer Games to Nalwen. As well, you have been asked to suggest ways in which the students of your school could be of assistance before, during, and after the games.

### **THE ASSIGNMENT**

**Write a letter to the Nalwen Town Councillors. In your letter, congratulate them on their accomplishment in bringing the 1992 Provincial Summer Games for high school athletes to Nalwen. Suggest ways in which the students of your school could assist them with the games.**

In your letter, BE SURE to

- make your purpose clear
- offer your congratulations
- provide suggestions that will assist the Nalwen Town Councillors in their task
- use an appropriate tone

**PLEASE NOTE:** Letter format has been provided beginning on page 15.

Sign your letter PAT JONES, Sports Representative of the Students' Union, Nalwen Composite High School.

*Continued*

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 16 and 18.

**Section II: Functional Writing**

**REVISED WORK**

# **Nalwen Composite High School**



492 Park Crescent, Nalwen, Alberta T6R 1P1

June 15, 1992

Nalwen Town Councillors  
209 Nalcreek Drive  
Nalwen, Alberta T9R 3P3

Dear Town Councillors:

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There is additional space for Revised Work on pages 17 and 19.



## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 18.

## Section II: Functional Writing

## REVISED WORK

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There is additional space for Revised Work on page 19.

## **Section II: Functional Writing**

### **PLANNING AND DRAFTING**



## Section II: Functional Writing

## REVISED WORK

[illegible]



**GO ON TO SECTION III**

### SECTION III: RESPONSE TO VISUAL COMMUNICATION



Used Car, 1944

*Continued*

**SECTION III: RESPONSE TO VISUAL COMMUNICATION**  
**(Suggested time: 30 minutes)**

Examine the photograph on page 22 and complete the assignment below. Your response **MUST** be in the form of a unified and coherent composition.

**THE ASSIGNMENT**

**What idea(s) does the photographer communicate with this photograph?**  
**Explain how the details in the photograph and the photographer's choices reinforce the idea(s).**

**PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on pages 24 and 26.



### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

There is additional space for Planning and Drafting on page 26.

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for Revised Work on page 27.

### **Section III: Response to Visual Communication**

#### **PLANNING AND DRAFTING**

### Section III: Response to Visual Communication

## REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### **CREDITS**

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**DO NOT WRITE  
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ENGLISH 33: PART A  
June 1992

APPLY LABEL WITH STUDENT'S NAME

ENGLISH 33: PART A

**FOR DEPARTMENT USE ONLY**

M1

M2

M3

APPLY LABEL WITHOUT STUDENT'S NAME

ENGLISH 33: PART A

(LAST NAME)

**NAME:**

**(FIRST NAME)**

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**Y M D**

**DATE OF BIRTH:**

**SEX:**

**SEX:** ☐

**PERMANENT MAILING ADDRESS:**

(Apt./Street/Ave./P.O. Box)

(Village/Town/City)

**(Postal Code)**

**SCHOOL CODE:**

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**SCHOOL:** \_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_